

# CALIFORNIA SCHOOLS

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## Liberalism in Education

VIERLING KERSEY, *Superintendent of Public Instruction*

In this present period of active national reconstruction during which many changes of a social, civic, and economic nature are taking place, there is a trend toward a new liberalism in education. This liberalism is directed to securing freedom from certain artificial restraints imposed by tradition which have dominated school policies and procedures and this liberalism is directed to more freedom from indoctrination. In considering the nature of the liberalism which should characterize education it is necessary to recognize two things. On the one hand, certain inhibitions and restraints of personal and group conduct are essential to individual and general welfare in any social order. On the other hand, too great a restraint upon individual initiative and decision is contrary to the best interests of both the individual and the social whole. This may be particularly true when such restraints are exercised for the benefit of any minority group.

Education should attempt to preserve those institutions, customs, and practices of traditional significance which racial experience has proved to be of importance and value to the individual and to the group. At the same time, education should be entirely free from those restraints which are imposed by vested minorities (within or without the profession), or which derive solely from tradition. The minds of children and youth should be free to initiate and originate without the preconditioning influence of dominating indoctrination based on meaningless tradition. The individual in a democratic society has the right to form his own conclusions. The school, of course, must provide that basic background of factual information and interpretation necessary to intelligent exercise of individual initiative. Furthermore the school should attempt to develop certain basic attitudes and ideals consistent with the dominant beliefs, desires, and aspirations of the whole social group. Social values will at times transcend individual rights. A true liberalism in education must be based on a carefully preserved balance of social and individual values, rights, and obligations.

It seems necessary to assume a fundamental rightness in the philosophic tenets on which organized democratic American society is founded. At the same time it must be recognized that social and individual progress is based on changing conceptions of basic principles. Constant revaluation of our fundamental beliefs and principles is essential to continued individual and social welfare. Education must

at the same time that basic ideals and attitudes are being developed, subject that very pattern of ideals and attitudes to evaluation. It is insufficient to accept without question even the dominant ideals and attitudes given sanction by society, but these ideals and attitudes should be reassessed in the light of changing conditions and in terms of their continued and current contribution to individual happiness and group welfare.

It should be possible to reach an agreement with respect to certain general principles which should govern the school in attempting to bring about a new liberalism in education. Certainly there is a common core of basic factual information relative to the social, political, and economic aspects of the social organization essential in the training of all. In addition there is a certain essential training in morality and ethics as a basis for the establishment of fundamental social attitudes, ideals, and standards in terms of which the individual's conduct and decisions may be determined. Of supreme importance is training in the exercise of personal judgment based on interpretation of all available pertinent information in the light of the ideal of social and individual welfare. Absolutely essential to the protection of the individual and of society as a whole against the imposition of doctrinaire concepts and commercial propaganda, is a well developed ability to suspend judgment, exercise an intelligent skepticism, and demand—and secure—all of the available facts in lieu of partial or pseudo facts presented in such manner as to distort the truth and mislead the individual. An important social objective of public education is to insure individual freedom of thought and evaluation in relationship to socially imposed standards.

A brief discussion of some of the inhibitions and restrictions placed on the school which interfere with the liberalization of public education is pertinent at this point. Such restraints must be removed if education is to be liberalized. They may be classified under one of the two following headings: (1) restraints imposed by tradition, and (2) restraints imposed by indoctrination.

### **Restraints Imposed by Tradition**

Much of the content of present courses of study is justified only by tradition. It is generally accepted that large sections of content are relatively unimportant. Sluggishness in effecting the necessary renovation in school curricula may be charged largely to sheer inertia. While the progress that has been made in this respect must not be minimized, thorough going changes must yet be effected in order truly to liberalize education. Such changes must be accelerated at this time of general rapid social housecleaning in order that the accumulated materials of generations of purely academic educational housekeeping may be swept



out. The horsehair sofas, bric-a-brac, and thingumbobs which might well be preserved in an educational museum as antiques, relics of a past period in our public school development, have no place in a scheme of public education which visualizes the conscious direction of the public school as the most significant instrumentality for achieving the rehabilitation of the total society. Preservation for the benefit of succeeding generations of the abiding values which may be inherent in educational tradition is necessary. But the preservation of traditional practices, methods, and instructional content which long since have been completely outmoded and nearly, if not wholly, valueless or harmful, to the exclusion of that which would make a needed current contribution, is folly.

Closely related to this is the traditional teacher training program. Effective changes in the curricula of elementary and secondary schools require like changes in the regular and summer session curricula of teacher training institutions so that teachers may be stimulated, aided, enthused, and more properly qualified, prepared, and helped to direct the learning of children and youth in terms of modern social and educational purposes and instructional content. In-service training or reeducation of teachers, supervisors, and administrators, as well as current initial professional preparation of professional public school personnel, must provide a personnel free from the restraints of binding tradition, competent in the discharge of specialized professional functions, and basically "educated" and "supervised" with a broad background of cultural knowledge, information, experience, understanding, and current life contacts.

Tradition also reigns in many aspects of teaching methods and administrative procedures, to an extent where the rich personality and individuality of the teacher is lost as an influence of major importance in the lives of school children. Of special significance because of the degree to which liberalism is restrained may be mentioned the following: the formal "recitation" and the formal "study" period in contrast to a period of directed learning where emphasis is placed on pupil activity and the solution of problems using all available instruments and means; the home assignment; traditional school marks; the practice of formal promotion from grade to grade which violates the principle involved in the concept of individual progress; "textbook instruction" as contrasted with the more modern idea of a teacher-pupil learning relationship, utilizing the library-laboratory method of procedure, and the situation analysis approach.

Perhaps the traditional status of the teacher as a servant of society has hampered true liberalization in education. While it is fully recognized that the teacher is in one sense a servant, it is far more important to recognize the teacher as a participating member of society, charged

with a social responsibility which can not be overstressed. Teachers are outstanding citizens, they are community leaders.

### **Restraint by Indoctrination**

Many examples of restraint by indoctrination may be offered. A few, however, will serve to illustrate their nature. Reports of congressional and legislative investigating committees have been and are at the present time replete with examples of the willingness of special commercial interests to invest huge sums in wide-spread programs of public school propaganda.

In connection with the growing interest in problems of common education, indoctrination by special interests has been effected through somewhat subtle means. Commercial interests have prepared attractive displays in which industrial processes have been well explained, but which have been more specifically directed to their particular products, the implication being that such advertising through enrichment material for instruction would be commercially profitable. Certain displays have proved quite valuable in instruction and have been relatively free from advertising. The value of enrichment materials is great. The important consideration is their effect on the buying and consuming habits of pupils; the greater the appeal of the materials, the less pupils will be led to critical inquiry of the relative merits of the product and the more the responsibility of the teacher should be to teach so as to develop this critical, analytical attitude. This subtle form of indoctrination serves the purposes of specialized interests rather than those of the general pupil population, and more often than not is directly opposed to pupils' and parents' interests as consumers, and it puts the individual teacher "on the spot." Certainly, to the extent that pupils, and through them, parents, are led to placid acceptance of such appeals, this type of indoctrination is in opposition to liberalism in education.

The current movement sponsored by consumers' organizations, for curtailment and control of false and misleading advertising and for the development in the consumer of an intelligent and informal basis for judgment of advertising claims, should be augmented by a program in the public schools which will eliminate selfish commercial indoctrination and give to the pupils an ability to ascertain the truth concerning the commodities they purchase.

A second type of indoctrination is found in the rapidly increasing number of special occasions which schools are asked to observe. Special weeks and days are consuming no inconsiderable part of the school program. Most of them, it may fairly be said, are inspired by worthy motives, even if by specialized minority interests. Others have as their purpose the promotion of particular types of products with a view to increasing their consumption.

With all but a few cases, the educational purposes back of these special weeks and days could better be served by an integration of the activities connected with them with the regular school program. The chief objection to such special occasions lies in the improper perspective of their true importance and in the resultant undesirable indoctrination.

So far only one general type of indoctrination or propaganda has been mentioned, that by presentation of biased or colored information. Equally significant is that type of propaganda which results from the exclusion and deletion of factual information relative to particular aspects of social, civic, and economic life. Lack of information is as important as misinformation in the development of erroneous or distorted concepts. The expression "social intelligence" has been used rather widely in recent years to connote an objective toward which the schools should be working. Social intelligence is dependent not only on native ability, but very largely upon the type and nature of information brought to pupils' attention, and to the nature of the activities provided in the educational programs.

In this connection two specific proposals, neither one new, but both absolutely essential to a realization of liberalism in education, should be mentioned and reemphasized.

1. In the study of social, civic, and economic problems, pupils should have access to all available information bearing on these problems, even though certain facts tend to expose specialized interests or are not favorable to certain persons. A knowledge of the truth and of the whole truth is absolutely indispensable to the development of social intelligence on the part of the citizenry.

2. The free and open discussion of controversial matters is essential to a true liberalism in education. Intelligent decision must be based not only on a knowledge of factual information, but on an understanding and appreciation of divergent points of view. One of the most important activities required of all citizens is that concerned with making decisions on controversial issues.

### **Desirable Indoctrination**

All indoctrination can not intelligently be said to be wrong or harmful. Society as an organized whole does have certain rights and prerogatives which transcend those of the individuals comprising the social organism. The right to indoctrinate is inherent in the concept of society. The preservation of specific principles, social customs, and even institutions is as essential to the social welfare as is the social regulation and control of individual behavior. Social indoctrination through public education in a democracy, however, must be accompanied by critical personal analysis and evaluation in order to avoid

the error of preserving valueless tradition at the expense of normal social growth and progress.

### **Educational Liberalism Basic to Attainment of Democratic Ideals**

Public Education in the United States is essentially an instrument of democracy. Democracy connotes not only individual freedom and equality of opportunity, but is founded upon the basic presupposition that a well informed citizenry can and will be developed. Only to the extent that individual members of society are adequately informed concerning the social, civic, and economic structure, and are able to exercise a high degree of social intelligence will the many complex problems facing society be solved in the interests of individual and group welfare.

Liberalism in education as here conceived is primarily concerned with developing individuals who will secure all available evidence, examine it critically, and apply it fearlessly and courageously in the solution of the complex problems of human relationships, in the interests of better society. This liberalism implies freedom in educational policies and procedures from restraints having only traditional sanctions, and freedom from undesirable indoctrination. Increasing liberalism in education, thus conceived, is truly basic to the attainment of democratic ideals.

## DEPARTMENTAL COMMUNICATIONS

### Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

#### EMERGENCY EDUCATION PROGRAM TEACHERS

School officials are advised that teachers rendering services in connection with the Emergency Education Program can not count this service toward retirement under the State Teachers' Retirement Law, because they are employees of the federal government and not of a school district. They should not be required to pay retirement salary dues and should not file confidential personal reports with the State Department of Education.

#### Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction, and Chief, Division of Research and Statistics*

#### NON-RESIDENT ATTENDANCE AND INTER-DISTRICT CONTRACTS

There is presented herewith a summary of present requirements of the School Code relating to non-resident attendance and inter-district contracts covering such attendance. It is the present plan of the Department of Education to attempt to secure passage of legislation by the 1935 Legislature which will require all non-resident attendance to be subject to prior approval by the governing boards of the district of residence and of the district of attendance, and also by the county superintendent of schools having jurisdiction over the district of residence. It is also our intention to request legislation requiring non-resident attendance in all cases except in seventh and eighth grades in junior high school to be credited to the district attended. If such legislation is enacted, the present summary will, of course, have to be very considerably revised.

#### Elementary School Districts

##### ELEMENTARY SCHOOLS

*Admittance.* Admittance of non-residents to kindergartens or elementary schools is optional with the governing board of the elementary school district (S. C. 3.174).

Non-resident attendance also requires prior consent to the county superintendent of schools having jurisdiction over the district of residence (3.174), and of the governing board of the district of residence (A. G. O. 9119 and 9562). The governing board of an elementary school district may accept non-resident pupils, but is not required to do so (3.174).

*Contracts.* Contracts between governing boards of elementary school districts of residence and attendance are purely permissive (2.20), but may be demanded by either governing board.

*Tuition.* Payments by the elementary school district of residence for tuition under the provisions of a contract between elementary school districts as provided in School Code section 2.20, probably should not exceed the actual average current expenditure made by the district of attendance per unit of average daily attendance during the preceding school year.

*Attendance.* Average daily attendance of non-resident pupils in elementary school districts (in kindergartens or elementary schools) must be credited to the district of residence only for apportionment purposes, if the attendance is had under the terms of a contract (2.21). If there is no contract non-resident pupils may attend if authorized by both governing boards and by the county superintendent of schools, and the non-resident average daily attendance should be credited to the district of attendance only (A. G. O. 9562). Where there is no contract the attendance of non-resident pupils attending without the consent of the county superintendent of schools or the governing board of the district of residence, must be credited to the district of residence (A. G. O. 9621).

*Attendance under illegal contracts.* If districts enter into contracts for the education of all of the pupils of one district in the schools of other districts, such contracts are illegal, and the attendance must be credited to the district attended (A. G. O. 9532).

#### GRADES SEVEN AND EIGHT IN JUNIOR HIGH SCHOOL

*Admittance.* Governing boards of high school districts in which junior high schools are maintained must admit to such junior high schools pupils of the seventh and eighth grades, from any elementary school district.

The governing board of any elementary school district lying within a high school district which maintains a junior high school is required to permit seventh and eighth grade pupils residing in such elementary school district to attend such junior high school, if the pupils so desire (3.260; also A. G. O. 5739).



The governing board of an elementary school district which is not situated in a high school district maintaining a junior high school is authorized but not required to permit seventh and eighth grade pupils residing in such elementary school district to attend a junior high school (3.270; also A. G. O. 5739).

The governing board of an elementary school district situated within a high school district maintaining a junior high school may enter into an agreement with the governing board of any high school district permitting the pupils of the seventh and eighth grades residing in such elementary school district to attend junior high school in such high school district (2.20). The admission of such pupils to junior high school in another high school district than that in which the pupils reside is optional and must be governed by a contract (Department opinion).

*Contracts.* All seventh and eighth grade attendance in junior high school must be covered by a contract or agreement between the governing board of the elementary school district of residence and the high school district of attendance.

Such an agreement is required to be entered into whenever the elementary school district of residence is within the high school district of attendance (3.260-3.261). If such agreement is not reached before the time fixed by law for submission of county budgets to the board of supervisors (not later than August 15) the county superintendent of schools must fix the tuition terms covering the attendance of seventh and eighth grade pupils in junior high school from such elementary school district and include the tuition in the district budgets (3.261). If the governing board of the elementary school district fails to pay the required tuition the county superintendent of schools must draw a warrant against the elementary school district therefor (3.262).

Since the governing board of an elementary school district which is not situated within a high school district maintaining a junior high school is not required to permit seventh and eighth grade pupils therefrom to attend a junior high school (3.270), evidently such governing board is not required to enter into an agreement to pay tuition for the education of such pupils in a junior high school unless it grants permission to such pupils to attend a junior high school. If such permission is granted, however, the payment of tuition would be required (3.270).

Contracts covering junior high school education of seventh and eighth grade pupils are entirely permissive in any case where the pupils reside in an elementary school district within a high school district maintaining a junior high school and desire to attend junior high school in another high school district (2.20).



*Tuition.* The amount of tuition which must be paid to a high school district by an elementary school district for the education of seventh and eighth grade pupils in junior high school may not exceed the average net cost (current expenditure) per pupil in average daily attendance in the first six grades of the elementary school district of residence (3.263, 3.271; also A. G. O. 5739).

*Attendance.* The average daily attendance of all seventh and eighth grade pupils attending a junior high school must be credited to the elementary school district of residence (2.21; 3.272; also A. G. O. 5746). If the governing board of the elementary school district of residence fails to pay for the tuition of its seventh and eighth grade pupils, the attendance of such pupils can not be credited to the elementary school district of attendance (A. G. O. 5739). In such case, the attendance of such pupils could not be credited to any school district and no apportionment of state funds would be made on account of such attendance (Departmental ruling).

### High School Districts

#### PUPILS RESIDING IN A HIGH SCHOOL DISTRICT

*Admittance.* Graduates of California elementary schools and other persons who submit to the high school principal and to the county or city superintendent of schools satisfactory evidence of fitness for high school work, may attend high school in any high school district in the state, regardless of place of residence within the state (3.300-3.305). This applies to attendance upon any school maintained by a high school district, including junior high schools, four-year high schools, senior high schools, evening high schools (3.222), or junior colleges (A. G. O. 7871).

The only legal reason for refusing admittance to non-resident high school pupils who reside in a high school district is lack of room to receive such pupils (3.309). Since governing boards of high school districts are required to effect contracts governing the admission of non-resident students, and county superintendents of schools are required to stipulate terms governing such attendance if the governing boards fail to agree, the right of the non-resident students to attend is not abrogated by the failure of such officials to perform the prescribed duties.

*Contracts between high school districts.* In all cases of pupils residing in one high school district and attending high school in another high school district, contracts are required between the governing boards of the high school districts of residence and attendance, or in lieu of such contracts, terms which must be stipulated by the county superintendent of schools (3.301, 3.302, 3.309; also A. G. O. 7857).

*Tuition.* Such contracts must stipulate the amount of tuition to be paid by the district of residence to the district of attendance (Departmental opinion based on superior court decision). The amount of the tuition should not exceed the actual total current expenditure per pupil in average daily attendance made by the district of attendance during the year in which such pupils are educated (Departmental opinion).

If the governing boards of high school districts can not agree upon the amount of tuition to be paid for the education of non-resident pupils, the county superintendent of schools is required to fix such terms, and to make such payments as are prescribed to the high school district of attendance from the funds of the high school district of residence (3.301, 3.302, 3.306; also A. G. O. 7857).

If terms are agreed upon by the governing boards of two high school districts, relative to tuition charges for the education of non-resident pupils, the county superintendent of schools is required to make the payments agreed upon from the funds of the district of residence to the funds of the district of attendance (3.306).

*Attendance.* The average daily attendance of all pupils residing in one high school district and attending high school in another high school district, except in the case of seventh and eighth grade junior high school pupils and in the case of junior college students whose high school district of residence does not maintain a junior college, must be credited to the high school district of residence (3.309, 2.21).

The average daily attendance of seventh and eighth grade junior high school pupils must always be credited to the elementary school district of residence, except as noted above.

The average daily attendance of junior college students residing in one high school district maintaining a junior college and attending a junior college maintained by another high school district must be credited to the high school district of residence.

The attendance of junior college students who reside in a high school district which does not maintain a junior college and who attend a junior college maintained by another high school district must be credited to the high school district attended. This is required since the full tuition of such students is paid by county high school tuition taxation, no charge being made to the district of residence (4.270).

There is no transfer of attendance between a high school district and a junior college district, since the two types of districts are supported on entirely different bases and from separate state funds.

*Illegal Attendance.* It is illegal for a district to contract for the full education of all of its pupils in other districts and the attendance of pupils under such illegal contracts must be credited to the district attended (A. G. O. 9532).

**PUPILS NOT RESIDING IN A HIGH SCHOOL DISTRICT**

*Admittance.* Any pupil who is qualified to attend high school and who does not reside in a high school district is required to be admitted to any high school district in the state (3.300, 3.303, 3.304, 3.305).

*Tuition.* The county superintendent of schools of the county of residence must enter into an agreement with the governing board of the high school district attended by such pupils calling for the payment of tuition to the high school district from the unapportioned county high school fund (3.304, 3.305, 3.306).

In the case of pupils who do not reside in a high school district and who attend high school in a high school district in another county than that in which they reside, an agreement is authorized between the governing board of the high school district and the county superintendent of schools of the county in which such pupils reside. If such agreement can not be made, terms are required to be prescribed by the county superintendent of schools having jurisdiction over the high school district of attendance. Payment must be made from the unapportioned county high school fund by the county superintendent of schools of the county of residence to the high school district of attendance for such pupils, in accordance with such agreement or prescribed terms (3.304, 3.306).

In the case of pupils residing in a county in which no high school is maintained, such pupils may attend high school in any high school district in the state, tuition to be paid from the unapportioned county high school fund of the county of residence to the high school district attended, in such amounts as may be fixed by the high school board, not to exceed the average current expenditure of the high school district per pupil in average daily attendance during the previous school year (3.305).

In the event of lack of sufficient amounts in the unapportioned county high school fund with which to make such payments, or in the event there is no unapportioned county high school fund in a particular county, pupils from such counties nevertheless probably have the right to attend high school in any high school district, even if payment of tuition can not be made (3.303-3.305).

**Junior College Districts**

*Admittance.* High school graduates, and such other persons over eighteen years of age, as are recommended by the principal, may attend any junior college in the state (3.351, 3.400).

Non-resident attendance of junior college students residing in one junior college district and attending in another junior college district

requires a contract between the governing boards of the two junior college districts. The contract is required (3.415) but probably does not affect the pupils' right to attend (Departmental opinion).

*Contracts and Tuition.* Non-resident tuition contracts between junior college districts must require payment by the district of residence to the district of attendance of tuition based on the average current expenditure per pupil in average daily attendance made by the district of attendance during the school year in which the non-resident students are educated (3.415).

*Attendance.* The attendance of non-resident junior college students residing in one junior college district and attending in another junior college district must be credited to the junior college district of residence (3.416).

#### HIGH SCHOOL-JUNIOR COLLEGE DISTRICT CONTRACTS

Students residing in a high school district maintaining a junior college may be admitted to a district junior college under the provisions of a contract with the high school district of residence (2.20). Such contracts are optional with the governing boards of the districts concerned. The attendance of such students must be credited to the junior college district attended for apportionment purposes.

Similarly, junior college students residing in a junior college district may be admitted to a junior college maintained by a high school district under the terms of a contract between the districts. The attendance of such students would be credited to the high school district attended.

Tuition payments by high school districts to junior college districts or by junior college districts to high school districts probably may not exceed the average current expenditure per pupil in average daily attendance in the district attended (Departmental opinion).

#### Definition of Residence

The term *residence* as related to the determination of the place of residence of public school pupils for the purpose of school attendance has been interpreted in several opinions of the State Attorney General. The gist of these opinions is as follows:

1. The pupil's residence is that of his parents or guardian, if the latter reside within the State (A. G. O. 9151).
2. The pupil's residence is to be construed as the place where he in fact lives while attending school, if his parents or guardian reside in another state (A. G. O. 8505).

3. Alien Mexican children whose legal residence is in Mexico may not be considered residents of California and may not be admitted to the public schools of the State (A. G. O. 7863).

### **CLASSIFICATION OF EXPENDITURES FOR SCHOOL BUILDING REHABILITATION AND RECONSTRUCTION**

Numerous questions have been received by the Department of Education relative to the proper classification of school district expenditures incurred for the purpose of rehabilitating school buildings damaged by earthquake or for the purpose of altering or reconstructing school buildings to make them earthquake resisting. The following statement has the approval of the State Committee on Uniform Classification of School District Expenditures and is issued as an instruction to local school officials for the purpose of securing uniform classification of such expenditures.

Determination of the proper classification of expenditures made for repairs, reconstruction, or rehabilitation of school plants should be made on the basis of whether such expenditures result in increased valuation of school plant. If a school building is damaged or demolished as a result of an earthquake the loss resulting therefrom should be considered as a permanent loss to be written off of the inventory valuation of the physical properties of the district and any investment made in a new plant or in restoration or rebuilding of the plant so damaged should be considered as an addition to the inventory valuation of the district and should be charged to capital outlays. Repairs or reconstruction undertaken as a result of earthquake damages without necessitating an investment which increases the inventory valuation of the plant should under no circumstances be considered as a capital outlay expense but rather should be charged against the proper current expenditure classification. The amounts chargeable against capital outlays should be such portions of the expenditures made for reconstruction or rehabilitation as actually represent an increase in the inventory valuation of the physical properties of the school district over and above the plant valuation subsequent to the earthquake or prior to the alterations undertaken.

The above statements should be construed as applying also in the alteration, reconstruction, repair, or rehabilitation of school plants for the purpose of making them earthquake resisting in terms of the 1933 legislation (the so-called Field Bill). Only those portions of expenditures made for this purpose should be charged to capital outlays which represent actual additions to the inventory valuation of the school plant. All additional amounts expended for this purpose over and above the increased valuation represented should be charged against the proper current expenditure classification.

In making charges for school building alterations, reconstruction, or rehabilitation it probably will be necessary for the final classification to be reserved until the expenditure has been completed. County superintendents of schools will have to decide in cooperation with local school officials the amounts properly chargeable against each classification and the procedure to be followed in arriving at decision as to the amounts to be so classified.

The foregoing interpretation has been decided upon with the full realization of the fact that as a result current expenditures for a particular year or years will be distorted because of the large expense involved in school building reconstruction or rehabilitation. The classification determined upon nevertheless follows the general procedure adopted by the State Committee on Uniform Classification of School District Expenditures in terms of function and object of expenditure. This interpretation should be followed by all school officials responsible for the financial accounting for the schools.

## Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

*Annotated References on Homemaking Education.* Department of Education Bulletin No. 15, August 1, 1934.

The articles contained in this list of references represent the professional expression of home economics leaders as set forth in the *Journal of Home Economics*. The bulletin was prepared by Georgia Ruffcorn, Regional Supervisor of Homemaking Education, and Maude I. Murchie, Chief of the Bureau of Homemaking Education.

*Sky Study.* Science Guide for Elementary Schools, Volume I, No. 4, November, 1934.

*Weather.* Science Guide for Elementary Schools, Volume I, No. 5, December, 1934.



# INTERPRETATIONS OF SCHOOL LAW

## Supreme Court Decisions

### Application of Constitution, Section 20, Article XI

The so-called five per cent limitation clause found in section 20 of Article XI of the Constitution does not apply to subventions from the state to a county or city and county. (*Holmes Investment Company vs. Board of Supervisors of San Francisco*, 88 C. D. 236, 35 Pac. (2nd) 542, citing *Crow vs. Board of Supervisors et al.*, 135 C. A. D. 451, 28 Pac. (2nd) 906.)

### Tenure of Vice Principals

Where a teacher on August 16, 1921, was elected as a vice principal and at the time of her election as vice principal came within the provisions of Political Code section 1793 as it existed on such date, she acquired tenure as a vice principal thereunder. She could not, thereafter, be arbitrarily demoted from such vice principalship to the status of a classroom teacher. (*Klein vs. Board of Education of the City and County of San Francisco et al.*, 88 C. D. 386, --- Pac. (2nd) ---, overruling *Klein vs. Board of Education of the City and County of San Francisco*, 76 C. A. D. 93, 27 Pac. (2nd) 88, reported on page 58, February 1934, issue of *California Schools*.)

## Appellate Court Decisions

### Election of District Superintendent of Schools

There are no express statutory limitations in School Code sections 2.90, 2.92, and 2.93 relating to the time at which the election of a district superintendent of schools could be held by the governing board of a school district, and School Code section 5.401 applies only to those certificated employees of a school district whose tenure is for one year. The only possible implied statutory limitation is that the election should not be held an unreasonable length of time before the commencement of the employment. It cannot be said that where a district superintendent of schools was elected in January, 1933, and his employment was to commence July 1, 1934, the election was held an unreasonable length of time before the commencement of the employment of the superintendent, no fraud or collusion being shown. (*King City School District et al., vs. Waibel*, 79 C. A. D. 564, --- Pac. (2nd) ---.)



## **Attorney General's Opinions**

### **Payment of Teachers' Salaries**

Where a contract of employment between the governing board of a school district and a certificated employee of the school district for a school year provides that the annual salary thereunder is to be paid in ten equal installments, but the contract does not state when such payments shall be made, and the employee enters into his duties on September 11 when the schools of the district open, then, under School Code section 5.741, the first payment of salary would be October 1 and a similar payment would be payable on the first of each of the nine succeeding months. (A. G. O. 9628, October 23, 1934)

### **Term of Employment of District Superintendents**

Under School Code sections 5.401, 2.90, and 2.92 a district superintendent of schools may be elected for a term of one year, two years, three years, or four years. (A. G. O. 9649, October 29, 1934)

### **Use of School Property by Communist Party**

There is no provision of the School Code which authorizes the use of school property by the Communist Party, the purposes of the party having been declared to be unlawful by the California Supreme Court and the United States Supreme Court. (A. G. O. 9637, October 30, 1934)

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## FOR YOUR INFORMATION

### COUNTY SUPERINTENDENTS OF SCHOOLS

County	Present county superintendent	Address	County superintendent-elect (effective January 7, 1935)
Alameda	David E. Martin	Oakland	David E. Martin
Alpine	Mrs. E. M. Bruns	Gardnerville, Nevada	Mrs. E. M. Bruns
Amador	Wallace A. Wilson	Jackson	Wallace A. Wilson
Butte	Jay E. Partridge	Oroville	Jay E. Partridge
Calaveras	Charles Schwoerer	San Andreas	Charles Schwoerer
Colusa	Miss Perle Sanderson	Colusa	Mrs. Sadie V. Ash
Contra Costa	B. O. Wilson	Martinez	B. O. Wilson
Del Norte	Harold Jenkin	Crescent City	Joseph M. Hamilton
El Dorado	E. J. Fitzgerald	Placerville	E. J. Fitzgerald
Fresno	Clarence W. Edwards	Fresno	Clarence W. Edwards
Glenn	Edgar P. Mapes	Willows	Edgar P. Mapes
Humboldt	Mrs. Bertha R. Murray	Eureka	Robert A. Bugbee
Imperial	C. B. Collins	El Centro	C. B. Collins
Inyo	Mrs. Ada W. Robinson	Bishop	Mrs. Ada W. Robinson
Kern	Herbert L. Healy	Bakersfield	Herbert L. Healy
Kings	Mrs. Elsie I. Bozeman	Hanford	J. E. Meadows
Lake	Miss Minerva Ferguson	Lakeport	Miss Minerva Ferguson
Lassen	Mrs. Jessie B. Madison	Susanville	Wallace Mass
Los Angeles	A. R. Clifton	Los Angeles	A. R. Clifton
Madera	W. L. Williams	Madera	H. L. Rowe
Marin	Jas. B. Davidson	San Rafael	George E. Kendall
Mariposa	Mrs. Lottie J. Wegener	Mariposa	Elsie McGovern
Mendocino	Fred D. Patton	Ukiah	John W. Taylor
Merced	C. S. Weaver	Merced	C. S. Weaver
Modoc	Chas. J. Toreson	Alturas	Mrs. Hallie Tierney
Mono	Mrs. Nora A. Archer	Mono Lake	Mrs. Nora A. Archer
Monterey	Jas. G. Force	Salinas	Jas. G. Force
Napa	Miss Eva Holmes	Napa	Miss Eva Holmes
Nevada	Mrs. Ella M. Austin	Nevada City	Mrs. Ella M. Austin
Orange	Ray Adkinson	Santa Ana	Ray Adkinson
Placer	Mrs. Portia F. Moss	Auburn	Mrs. Portia F. Moss
Plumas	Miss Leolla B. Riffe	Quincy	Miss Leolla B. Riffe
Riverside	E. E. Smith	Riverside	E. E. Smith
Sacramento	R. E. Golway	Sacramento	R. E. Golway
San Benito	Miss Blanche L. Davis	Hollister	Mrs. Hazel R. Bengard
San Bernardino	Miss Ida M. Collins	San Bernardino	C. Burton Thrall
San Diego	Miss Ada York	San Diego	Miss Ada York
San Francisco	Edwin A. Lee	San Francisco	Edwin A. Lee
San Joaquin	John R. Williams	Stockton	John R. Williams
San Luis Obispo	Robert L. Bird	San Luis Obispo	Robert L. Bird
San Mateo	Miss Pansy Jewett Abbott	Redwood City	Miss Pansy Jewett Abbott
Santa Barbara	Mrs. Muriel Edwards	Santa Barbara	Mrs. Muriel Edwards
Santa Clara	J. E. Hancock	San Jose	Lewis H. Britton
Santa Cruz	Miss Edna Young	Santa Cruz	Mrs. Janie M. Stocking
Shasta	Miss Bertha A. Merrill	Redding	Mrs. Macie I. Montgomery
Sierra	Miss Belle Alexander	Downieville	Miss Anna Forbes
Siskiyou	L. S. Newton	Yreka	Robert G. Dennis
Solano	Dan H. White	Fairfield	Dan H. White
Sonoma	Edwin Kent	Santa Rosa	Edwin Kent
Stanislaus	Mrs. Lourien E. Elmore	Modesto	Mrs. Lourien E. Elmore
Sutter	George F. Algeo	Yuba City	George F. Algeo
Tehama	Mrs. Alta S. Ohrt	Red Bluff	Mrs. Ruth G. Kerber
Trinity	Mrs. Clara E. Kreiss	Weaverville	Mrs. Clara E. Kreiss
Tulare	J. E. Buckman	Visalia	Roy Driggers
Tuolumne	G. P. Morgan	Sonora	G. P. Morgan
Ventura	Mrs. Blanche Reynolds	Ventura	W. K. Cobb
Yolo	Mrs. Rowena M. Norton	Woodland	Mrs. Eleanor K. Bandy
Yuba	Mrs. Agnes W. Meade	Marysville	Mrs. Agnes W. Meade

**SUPERINTENDENT GIVENS ACCEPTS POSITION WITH N.E.A.**

Willard E. Givens has resigned his position as Superintendent of Oakland City Schools to accept the position of Executive Secretary of the National Education Association, beginning January 1, 1935. Superintendent Givens has long been a leader in public education in California. His outstanding work in this state has brought him national recognition on numerous occasions. Previous to his work as City Superintendent of Schools in Oakland, Mr. Givens was high school principal and later Territorial Superintendent of Schools in Hawaii; City Superintendent of Schools in San Diego, during 1927 and 1928; and Assistant Superintendent in Oakland from 1925 to 1927.

While it is with a deep feeling of regret that California educators receive the announcement of Superintendent Givens' resignation and departure from California, there is a feeling of satisfaction in knowing that in entering upon his new duties he will in a much larger way be serving the interests of public education in the whole United States.

**DR. E. W. JACOBSEN APPOINTED NEW OAKLAND  
SUPERINTENDENT**

Dr. E. W. Jacobsen will succeed to the Oakland superintendency when Mr. Givens assumes his new duties with the National Education Association. Dr. Jacobsen has been an assistant superintendent in the Oakland Public Schools for the past three years, at the present time being in charge of instruction and curriculum. He received the doctor of philosophy degree from Teachers College, Columbia University, in 1931. Previously he was principal of the Roosevelt High School in Oakland.

Mr. William S. Briscoe, vice principal of the Oakland High School, Oakland, has been appointed Assistant Superintendent to succeed Dr. Jacobsen.

**PROPAGANDA IN JUNIOR NEWSPAPERS**

The attention of school administrators is called to material in the nature of propaganda contained in certain junior newspapers of wide circulation. Administrators and teachers should be particularly watchful that such material is used with extreme caution, if at all, since propaganda should not enter into instruction. Although it is highly desirable that discussion of controversial subjects be included in social studies projects, material should be selected with definite care in order that both sides of issues are clearly presented and that propaganda be excluded.

### NATIONAL EDUCATION ASSOCIATION MEMBERSHIP CAMPAIGN

The National Education Association is conducting an aggressive membership drive. Since the declared purpose of this organization is the "furthering and shaping of national education aims and progress" and because of the importance of its work for the welfare of the schools, the State Department of Education is asking the aid of the teachers of California in cooperating with the National Education Association to increase its membership.

Among the services which the National Education Association undertakes for the advancement of education is the publication of *The Journal of the National Education Association*. Its columns are open for the discussion of professional problems in the field of education. The Division of Research of the Association has had primary responsibility for (1) a series of eight articles for the journal under the general title, "Essentials of Taxation"; (2) *Evaluating the Public Schools*, a pamphlet of forty-eight pages; (3) a report on the *Current Status of the Kindergarten*; (4) an exhibit of school publicity material at the Chicago Convention; and (5) a special bulletin entitled, *Federal Emergency Aid for Education: A Review of the Evidence*.

The National Education Association has been active in sponsoring proposals for federal aid to the states for education. Due largely to the maldistribution of wealth and of income, education is seriously in need of federal aid. Through its Joint Commission on the Emergency in Education, the National Education Association serves as a center of influence in coordinating and stimulating constructive action toward making education a vital factor in the solution of the difficult social and economic problems which confront the nation. It has focussed the attention of the country upon the serious effects of the depression on education. The association has emphasized the universal belief in this country that we must educate our youth broadly and generally in order to assure the best possible citizenship and the well-being and security of the state. Civilization and education are inseparable. The complex civilization in our country built up by necessity of our industrial and economic systems requires highly trained intelligence for its maintenance and further development.

The National Education Association is a great integrating force in American education and as such deserves the united support of all members of the profession throughout the nation.

### MUSIC TEACHERS' NATIONAL ASSOCIATION

The Music Teachers' National Association will meet in Milwaukee, December 26-29, 1934. Membership in the Association is open to any interested person whether music teacher, public performer, or amateur music lover.

## EDUCATIONAL BROADCASTS

### Education Today

Beginning on Saturday evening, December 8, 1934, Education Today will be broadcast over station KGO at 6:45 to 7:00 p.m. instead of 7:00 to 7:15 p.m. The following broadcasts will be offered during the coming month:

- December 8—C. M. Hirst, Director, School Building Adequacies Survey, State Department of Education, The State-wide Survey, A Step Toward Better School Building Facilities.
- December 15—Dr. Charles Bursch, Chief, Division of Schoolhouse Planning, State Department of Education, Is the Field Bill Operating to Secure Safe Housing for California School Children?
- December 22—Glenn Woods, Supervisor of Music, Oakland Public Schools, Director, Oakland High School Chorus, Musical Program.
- December 29—Vierling Kersey, Superintendent of Public Instruction, A Good Time to Begin.
- January 5—Charles C. Hughes, Superintendent of Schools, Sacramento, The Fundamentals in Education.

### Vocational Agriculture

The staff of the California Polytechnic School of San Luis Obispo will broadcast the following program of vocational agriculture on Mondays from 12:00 m. to 12:15 p.m. over stations KPO, KFI, and KFSD:

- December 3—Lambing Time and Its Problems; Docking Irons, Docking Board, and Lambing Pens.
- December 10—Care and Housing of Farm Machinery.
- December 17—Tree and Plant Pests, Disease Identification and Control, Upkeep of Spray Equipment.
- January 7—Selecting Dairy Cattle, and the Care and Management of Sires; Making a Bull Exerciser.

### University of Southern California

The University of Southern California is offering a series of broadcasts under the title, University of the Air. These broadcasts are released over stations KNX and KRDK daily except Saturday and Sunday, from 4:15 to 4:30 p.m. The broadcasts cover a wide range of subjects by members of the faculty of the University of Southern California and visiting professors.

### Americans of Tomorrow

Mrs. Franklin D. Roosevelt is offering a series of broadcasts on child education entitled, Americans of Tomorrow. These broadcasts are given every Sunday afternoon from 4:45 to 5:00 p.m. over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK. Mrs. Roosevelt will devote the proceeds of her program to charity, turning

them over to the American Friends Service Committee of Philadelphia. A large part of that organization's work is devoted to the improvement of rural schools.

### **Doctors, Dollars, and Disease**

The Public Health Committee of the National Advisory Council on Radio Education announces the following programs on Medical Economics from 7:30 to 7:45 p.m. on Mondays over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK.

December 3—Dr. Nathan B. Van Etten, New York City, Abuses of Medical Charity.

December 10—Dr. Ray Lyman Wilbur, President, Stanford University; former President, American Medical Association, The Doctor's Part in Medical Care.

December 17—Dr. Paul H. Douglas, Professor of Industrial Relations, University of Chicago, Uneven Costs of Sickness: How to Meet Them.

December 24—Dr. William Trufant Foster, Director, Pollak Foundation, Tiny Tims of Today.

January 7—Frank Van Dyk, Executive Secretary, Hospital Council of Essex County, New Jersey; and Homer Wickenden, General Director, United Hospital Fund, New York City, Budgeting Hospital Bills.

### **Science Service**

The Science Service programs are offered over the Columbia Network every Tuesday from 1:30 to 1:45 p.m. This series of broadcasts discusses recent phases of science and scientific discoveries. The following stations carry the broadcasts: KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK.

### **The United States and World Affairs**

The Intercollegiate Council and the National Advisory Council on Radio in Education are presenting a new series of broadcasts under the title, The United States and World Affairs.

The theme of the series will be Social Reorganization for Security and the speakers will include Secretary of Labor Frances Perkins and President Glenn Frank of the University of Wisconsin. These programs will be released over stations KPO, KECA, and KFSD at 7:30 p.m. The following is the schedule of broadcasts for December:

December 7—John L. Lewis, President, United Mine Workers of America, The Employee and the Changing World.

December 14—Secretary of Labor Frances Perkins, Social Insurance.

December 21—J. David Stern, Publisher, *Philadelphia Record*, The Employer and the Changing World.

December 28—Dr. Glenn Frank, America's Hour of Decision.



### **Forge of Freedom**

This program is being conducted by the Affiliated Teacher Organizations of Los Angeles over station KNX at 8:30 on Tuesday evenings. The program is devoted to accurate and authentic reproduction of the facts of history that have developed a "spirit in the American people to insist on the progress of the country as a whole and of education in particular."

### **W. E. BOEING SCHOLARSHIPS**

The Boeing School of Aeronautics is offering two scholarships for 1935. Competition is open to a limited number of seniors in all regular public and private high schools in California, provided they are able to meet certain physical requirements. Selection is to be made on the basis of "a non-technical or technical treatise of not more than 1500 words in any aeronautical subject." The first award is an Operations and Amateur Pilot Course valued at \$1600 and the second award is a Mechanic and Amateur Pilot Course valued at \$1200.

For specific information write to Boeing School of Aeronautics, Oakland Airport, Oakland, California.

### **AMERICAN FEDERATION OF LABOR SUPPORTS EDUCATION**

The Fifty-fourth Annual Convention of the American Federation of Labor met in San Francisco October 1, 1934. The following resolutions quoted from the report of the proceedings, unanimously adopted by the convention, reaffirmed the favorable opinion of public education long held by Labor, and pledged the continued support of the American Federation of Labor for the fundamental need of universal education in a democracy.

### **Retrenchment**

This arbitrary educational retrenchment with its inevitable result of limitation of educational opportunity is abhorrent to the American Federation of Labor. The American Federation of Labor in relation to public education has a long and noble tradition to maintain. Organized labor was the one social body which gave its whole-hearted support to the free, tax-supported public schools something over one hundred years ago. It founded, it fostered, it protected, it developed this great social institution. Labor's children form the great majority of the pupils of the public schools. The workers within the school system are our fellow workers with a common cause, common objectives, and common enemies. And now the Organized Labor Movement of America, the American Federation of Labor, whole-heartedly and unreservedly pledges itself to the defense of the public school system of America, to its full and complete restoration, to the maintenance of educational standards for the development of character, culture, and citizenship, and to the principle of equal educational opportunity for all the children of America regardless of race, creed, or social status. It pledges itself to the preservation of the public schools for democracy; it pledges itself to the preservation of democracy in which public education can and will function for the building of a saner economic world and the good life for all.



## **Public Education**

### **The American Federation of Labor further**

. . . declares for an enriched curriculum suited to our modern society and adapted to a changing world, including kindergartens, vocational education, music, art, manual training, home economics, physical education, health services, etc., and opposes the false economy of schools operated on part time, shortened school year, decrease in number of teachers while school enrollments have increased, increasing the pupils per teacher to the loss of the pupil through the lessening of the amount of personal attention which any pupil may receive.

## **Vocational Education**

We note with satisfaction that a bill providing an appropriation of three million dollars a year for three years, the appropriation to be divided equally between agricultural education, home economics, and industrial education was enacted into law; and we regret the failure of the amendment which provided that none of the funds authorized should be allocated to any state or territory to pay salaries of teachers, supervisors, or directors if they are denied the right to join any legal organization of their own choosing. We urge that the American Federation of Labor continue its efforts for legislation protecting the rights of teachers to organize and seek to have provisions for such protection incorporated in the appropriation's acts for public school support.

## **State University and Kindergartens**

The American Federation of Labor reaffirms its complete support of education as a public institution from the kindergarten through the university, and demands that state and federal appropriations adequate to furnish educational opportunity for all the children and youth of the nation through high school, college, and university to the extent of their desire and ability shall be made. It further urges that all state, city central, and local unions be on their guard against the wasteful, uneconomical procedure advocated by tax reductionists of the shortening of the school life by cutting off at the bottom—the kindergarten—and at the top, reducing the high school term and curtailing the work of the university.

## **A Permanent Policy and an Emergency Policy**

During this emergency the federal government must render immediate and adequate aid to the states so that no child will be denied the opportunity for training in good citizenship, and that schools will be maintained at a level which will not result in social losses.

Your committee urgently calls attention to the immediacy of this problem and recommends that every possible effort be made to secure immediate relief to the schools of the impoverished districts of the drought area and for the teachers of the nation employed by school districts that are unable to pay them fair wages. We recommend that the standard of wages for these teachers be at least the wage scale received by skilled labor.

Your committee also holds that the problem is not exclusively an emergency one—that while the schools should be locally administered and the funds locally disbursed, it is as a permanent policy the obligation of the federal government to provide a substantial share of those funds.

## **Teachers' Salaries**

The American Federation of Labor reaffirms its recognition of the teachers as fellow workers. It deplors the living and working conditions of these fellow workers in their insecurity of position, irregular salary payments, salaries reduced to the vanishing point, school buildings on the verge of collapse, loss of sick leave at a time of even greater need, a stretch-out system in the schools in the form of greatly enlarged classes. It reaffirms its policy that the teacher must be paid a salary commensurate with the responsibilities entrusted to him.

### **Teacher Tenure**

The American Federation of Labor reaffirms its position in favor of security of tenure for teachers based on efficiency and urges its affiliated groups—state federations, central labor unions, and local unions—to put forth every effort to preserve the tenure laws now in partial operation in eleven states and now under attack by the enemies of public education and also to exert every effort to make existing tenure laws state-wide in application and to secure sound tenure laws in the other thirty seven states and the territories.

### **Educational Research**

The Committee on Education finds itself in complete accord with the Executive Council's report on Educational Research and its endorsement of the increased activity in the field of research with the United States Office of Education. It recommends concurrence in the recommendation of the Executive Council of adequate appropriations for the research work of the United States Office of Education.

### **EDUCATION IN THE DROUGHT STATES**

"Education in the Drought States" is the title of a mimeographed bulletin prepared for the Joint Commission on the Emergency in Education by the Research Division, National Education Association in October, 1934. This report revises and extends the preliminary memoranda issued on September 18 and September 27, 1934. It includes facts relating to general economic conditions, a discussion of the amounts and types of school revenue available for the current year, a description of certain crucial aspects of the educational program, and such information as can be obtained at this time on the need for emergency federal aid for education in the drought area. A state-by-state review concludes the report.

### **MAJOR TRENDS IN PUBLIC EDUCATION**

"Major Trends in Public Education," a mimeographed bulletin, discusses costs, enrollments, services offered by high schools, capital outlays, expenditures, and salaries. The bulletin contains graphs and tables illustrating the articles.

The bulletin is issued by the Joint Commission on the Emergency in Education, National Education Association and Department of Superintendence, 1201 Sixteenth Street, N. W., Washington, D. C.

### **TREES FOR SCHOOL GROUNDS**

The State Division of Forestry has available nursery stock of various species for the beautifying of parks and school grounds. Trees may be secured from the State Nursery at a price not less than the actual cost of production.

Full information concerning the varieties of stock available, the price, and the plan of distribution may be secured from M. B. Pratt, State Forester, Sacramento.

## UNITED STATES OFFICE OF EDUCATION PUBLICATIONS USEFUL TO DEBATERS ON FEDERAL AID

To answer the requests of students engaged in preparing debates this year on the subject of Federal Aid to Education, the Office of Education in Washington announces that the following publications are available free or at small cost.

Publications which may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., follow:

- Federal Aid to Public Schools*, Bulletin 1922, No. 47. Price 10 cents.
- Digest of Legislation Providing Federal Subsidies for Education*, Bulletin 1930, No. 8. Price 10 cents.
- Bibliography of School Finance, 1923-1931*, Bulletin 1932, No. 15. Price 20 cents.
- A Review of Educational Legislation 1931 and 1932*, Bulletin 1933, No. 2, Chap. VII. Price 5 cents.
- Land-Grant Colleges and Universities, 1931*, Bulletin 1932, No. 21. Price 5 cents.
- Statistics of State School Systems, 1931-32*, Bulletin 1933, No. 2, Chap. I. Price 10 cents.
- The Deepening Crisis in Education*, Leaflet No. 44. Price 5 cents.
- Larger Units for Educational Administration—A Potential Economy*, Pamphlet No. 45. Price 5 cents.

### *School Life:*

- Reprint No. 1, "Education in the Recovery Program." Price 10 cents.
- September 1934 issue, "Bibliography on Federal Aid to Education, and How Much the Government Spent to Aid Education in 1933-34." Price 10 cents.
- October 1934 issue, "Bibliography on Federal Aid to Education." Continued from September issue. Price 10 cents.

Other Office of Education publications, useful to debaters, available from the Superintendent of Documents at prices listed are:

- Biennial Survey of Education 1930-32*, Bulletin 1933, No. 2, Chap. II, "Statistics of City School Systems," 1931-32. Price 10 cents.
- Vocational Education in the United States*. A program of cooperation of the federal government with the states in vocational education and vocational rehabilitation. Senate Document 309. Price 5 cents.
- A Digest of the Development of Industrial Education in the United States*. Price 5 cents.

### *School Life:*

- December 1933, "To Save the Schools." Price 5 cents.
- February 1934, "Federal Aid: Six Proposed Steps." Price 5 cents.
- May 1934, "Work of the House Committee on Education." Price 5 cents.
- June 1934, "Emergency Educational Program." Price 5 cents.

Publications which are available free upon request from the Federal Office of Education, Washington, D. C., are as follows:

### *Circulars:*

- No. 110. *The Education of Teachers and the Financial Crisis.*
- No. 118. *Selected and Annotated Bibliography on Education During the Depression.*
- No. 121. *The Economic Outlook in Higher Education for 1933-34.*
- No. 124. *City Schools and the Economic Situation.*
- No. 125. *Per Capita Costs in City Schools for 1932-33.*

*School Life*, official monthly magazine of the Federal Office of Education, will carry each month factual and reference material useful to debaters. Subscriptions for *School Life* should be sent directly to the Superintendent of Documents, Government Printing Office, Washington, D. C. (\$1 per year, check or money order.)

### SEX EDUCATION PAMPHLETS

Thousands of parents and educators would sincerely appreciate a thoroughly scientific and satisfying method of presenting information relative to sex education either in answer to the child's direct, blunt questions or in addressing an intelligent organization.

A fine contribution to aid in solving this vexing problem has been made by Dr. Thurman B. Rice, Professor of Bacteriology and Pathology in the Medical School of the University of Indiana. Dr. Rice is a physician, biologist, teacher, and father.

For the purpose of dealing with his subject on the basis of interest, age, and sex, Dr. Rice presents his material in a set of five pamphlets.

*The Story of Life*, is for boys and girls ten years old. Written in very simple form this story stresses the fact that life comes from life, and the author discusses how flowers are born, fish eggs become fish, and the tadpole becomes a frog; also turtles, birds, calves, colts, kittens, and their reproduction. Following these is an excellent treatment of sex relationship in the home.

*In Training*, is for boys of high school age. This is written in an interesting way and deals with many life situations of the high school boy. A plea for clean sports and worth-while hobbies is followed by a skilful handling of life problems, the purposes of sex, and the fallacy of the "wild oats" theory.

*How Life Goes On and On*, is for girls of high school age. The author opens this booklet with a stirring story of Susan Shanks' escape during an Indian attack on her pioneer family near the Daniel Boone settlement. Susan, age twelve, alone was saved. The significant fact is that she lived to later become a mother and grandmother, grandmother of the author. From this point on Dr. Rice discusses the career of motherhood, how life begins, the age of puberty, and making the most of life's sweetness.

*The Age of Romance*, was written for both sexes of college age or older. The author states that the time when it was necessary to set forth "What a Young Woman Should Know" separately from "What a Young Man Should Know" is now definitely past for both need to know exactly the same thing. The matter of planning for parenthood is very thoroughly discussed and eight prerequisites of basic importance are mentioned. Dealing fearlessly with many aspects of the early years of married life, this pamphlet is most worth while.

*The Venereal Diseases*, was written for both sexes of college age or older. Dr. Rice writes on this vital problem under the following headings: Distressing Prevalence of Venereal Diseases; Poison to the Mind and Peril to the Body; One of the Greatest of All Social Problems; Historical Facts About Syphilis; Means of Transmission; Protective Measures; Secondary Symptoms; Congenital Syphilis; Necessity for Complete Treatment; Transmission of Gonorrhea; Symptoms of the Disease; Possible Complications; Other Venereal Diseases; The Underlying Causes of Venereal Disease; and Contributing Causes of Delinquency.

The content of each pamphlet is marked by a modern viewpoint and a frank yet never sensational discussion of the subject. The booklets are published by the American Medical Association, 535 North Dearborn Street, Chicago, and may be purchased for 25 cents each or the five may be secured for \$1.

### VOCATIONAL GUIDANCE DIGEST

The *Vocational Guidance Digest*, a mimeographed publication issued monthly from September through June, contains a digest of materials on occupational subjects in current periodicals and in unbound form. For further information address L. R. Martin, editor and publisher, 325 Sutter Street, San Francisco.

### NEW MATERIALS FOR ART CLASSES

In response to numerous requests from art and history teachers, the University Museum of Philadelphia has supervised the preparation of scale models of ancient domestic architecture to be colored and put together in the schools. The walls and furniture are printed on water color paper, mounted on cardboard, and come in large sheets ready to be colored, cut out, and set up. Complete description, color notes, and directions for assembling furniture and costume figures are included with each house.

**The Roman House, First Century A. D.** Based on Mau's typical plan of a Pompeian house, the model illustrates the four types of Pompeian wall painting and the four main types of Roman pavement, and demonstrates the development of Roman architecture from the Third Century B. C. to 79 A. D. Completed, it measures 4' by 2' by 10". The price is \$12.50 plus postage and the weight is fifteen pounds.

**The Egyptian House, 1400 B. C.** A restoration of the Weinachtschaus at Tell-el-amarna, excavated recently by British and German expeditions, represents the main dwelling on the estate of an Egyptian nobleman at about the time of Tutankhamen. Completed, it measures 22" by 31" by 7", and the price is \$6.50 plus postage.

**The Medieval House, Fifteenth Century, A. D.** Reconstructed from Violet le Duc's studies in Medieval architecture and from Fifteenth Century miniatures, the house represents the home of a cloth merchant of Rouen at the beginning of the century. Completed, it measures 8" by 16" by 15". The price is \$4.50 plus postage.

**The Babylonian House, 2200 B. C.** Blue-print cut-out patterns for constructing in celotex a model of a town house in Ur of the Chaldees at about the time of Abraham are also available. As the walls are undecorated the model will be of less interest to art teachers than those described above, its chief value being in a study of architecture and ancient history. The price, for patterns only, is \$1.50 postpaid.

A special price of \$20 for the three models is offered; for the Egyptian and Medieval, \$10; for the Medieval and Roman, \$15; and for the Egyptian and Roman, \$17.50. The postage is in addition to the above quoted prices. Address orders and inquiries to Educational Department, The University Museum, 33 and Spruce Streets, Philadelphia, Pa.



# PROFESSIONAL LITERATURE

## REVIEWS

HARL R. DOUGLASS, and CHARLES W. BOARDMAN. *Supervision in Secondary Schools*. Boston: Houghton Mifflin Company, 1934. xvi + 564 pp.

Within a relatively short span of years the elementary school principalship has been elevated from a position characterized chiefly by administration and clerical detail to a professional post in which the chief emphasis is placed on supervision of instruction and direction of the educational program. The secondary school principalship is now undergoing a similar and equally significant change in which the supervision of instruction is conceived to be as important as effective administration. Relatively few articles directed to supervision on the secondary level have appeared in the educational journals; books on the subject are even more scarce.

This new book on secondary school supervision fulfils an important need, coming at a time when there is a rapidly increasing interest in the improvement of secondary school instruction through supervision and in the closely related problems connected with reorganization of secondary school programs.

The book contains twenty-two chapters organized in four parts: I, Nature and Organization of Supervision; II, Techniques of Supervision; III, Types of Supervisory Service; IV, The Supervisor.

Factors which have limited the development of supervision in the secondary school, among others teacher resistance and inadequate time allotment, are discussed briefly prior to a treatment of "the emerging modern concept of supervision."

Next is considered administrative organization for supervision. Several examples of recent changes in the organization of secondary school supervision in different parts of the country are presented and briefly discussed. Findings from research studies of supervisory duties of principals and department heads are presented. Attention is directed to certain factors which have limited effective supervision by department heads, such as inadequate time allotment for supervision, departmental clerical duties, lack of professional training, lack of authority, and the belief on the part of many administrators that the position of department head is not justified. No conclusions are drawn with respect to the most desirable type of organization for supervision, but the discussion of making the department head effective in supervision would seem to imply favoring an organization wherein supervision is centered in department heads under the immediate direction of the principal. A chapter on planning supervision isolates the major problems involved, presents examples from successful practice, and offers practical suggestions for meeting typical situations which will be encountered.

The section on techniques of supervision offers an extended and detailed discussion of observation of instruction, individual and group conferences, measurement of teaching efficiency, research, and certain "other devices" useful in supervision. Throughout the treatment, examples of successful supervisory practice and results of research investigation, and citations from other authorities are employed to good advantage.

Under types of supervisory services, chapters are devoted to assisting teachers in improving materials of instruction, use of educational tests and measurements, assisting teachers to adapt instruction to individual differences, improving teachers' direction of pupils' study methods, training the teacher for extra-instructional responsibilities, adapting supervision to individual differences among teachers, and improving the working conditions of the staff.

The place of the supervisor in the performance of these services is not as clearly and specifically indicated as desirable. The explanation for this no doubt lies in widely ranging existing practice and in the lack of research investigation



directed to determining how the supervisor may best function in the direction of these services. If, however, this section of the book stimulates those engaged in secondary school supervision to an attack on some of these problems, it will have served a useful purpose. Later we may expect more definite conclusions and recommendations with respect to specific functions of the supervisor in the performance of these services.

Each chapter is provided with a list of selected references. The appendix consists of bibliographies of several specialized fields, containing in all some 350 titles "which should be serviceable to supervisors who may wish to review their knowledge in fields related to supervision or to place in the hands of teachers titles and names of authors of useful publications in any of these fields."

The body of material presented is authentic, up-to-date, and practical. The authors have succeeded well in their purpose to bring together in one book "what seem to be the most progressive principles, procedures, and techniques of supervision." Sufficient material related to supervision is included to make meaningful the place of supervision in the total educational program.

While the book is intended for use both in training schools and by principals and supervisors in service, its most immediate usefulness will probably be in the latter field as an aid to those who are now directing the rapid progress being made in the improvement of secondary school supervision.

IVAN R. WATERMAN

CLINTON C. TRILLINGHAM. *The Organization and Administration of Curriculum Programs*. University of Southern California Education Monographs, 1933-'34 Series, Number 4. Los Angeles: University of Southern California Press, 1934. xv + 199 pp.

The most pertinent questions before the school administrator today are What learning activities shall be provided boys and girls? and What organization and administrative procedures and practices will bring about most effectively the development of needed curricula? These are days of critical analysis. Attention is directed especially upon curriculum provisions and practices. Most educators are agreed that a static curriculum has no place in a changing socio-economic order. Science and thought which serve to change the conditions of life outside of school also serve both to create a demand for modified practice within schools and to reveal and develop more effective methods of improving such practice.

In those states, such as California, in which the local school administration enjoys almost complete responsibility for the development and administration of the curriculum, it is essential that the program be based upon sound principles. There is a rapidly growing supply of literature in this field. The field worker is faced with the difficulty of keeping his reading and his information up-to-date. He necessarily must limit his reading to a few well selected references in each of the many fields with which he must be familiar in order to administer a well balanced and intelligent program.

Dr. C. C. Trillingham has provided excellent material for city school workers in the field of the curriculum, especially from the point of view of organization and administration. He approached the task of creating this material with three chief purposes in view; viz.,

- (1) to survey a large number of representative city school systems in the United States in order to find out what practices and procedures are actually used in organizing and administering curriculum programs; (2) to analyze and evaluate such practices and procedures in the light of the best available theory, by means of the opinions of the nation's leading curriculum experts; and (3) to make consequent recommendations concerning curriculum organization and administration for the city school administrator.

A critical study of this volume reveals that the author has most effectively achieved his primary aim

to touch those phases of curriculum programs for which school superintendents are particularly responsible, such as the establishment of curric-

ulum programs, their organization, the determination of duties to be performed, their delegation to staff members, the costs, and the efforts to appraise such programs after they have been put into operation.

Especially helpful and practical are the recommendations which the author presents as a result of his first-hand study and his appraisal of the evaluations made by curriculum experts. There is an adequate portrayal of the advantages of certain practices and procedures as well as the dangers to be avoided in others.

In Chapter I the author reviews the various authoritative curriculum studies and pronouncements that have thus far appeared—an excellent source of information for the administrator with limited time at his disposal.

In Chapter II are presented the procedures followed in the investigation. Chapter III describes the "Practices and Procedures in Organizing and Administering Curriculum Programs based on the author's study of (1) reports from one hundred cities of 30,000 population distributed throughout the United States; and (2) all available literature on the subject.

In Chapter IV, entitled Participation of Personnel in Curriculum Programs, the author describes current practice as it involves the human relationship aspects of the problem—the place and function of administrators, specialists in curriculum and in research, supervisors, teachers, laymen, councils, committees, boards of education, and clerks.

Chapters V and VI present the costs and the values, respectively, of curriculum programs.

In Chapter VII the findings are summarized. This chapter, together with Chapter VIII, which presents the author's recommendations, are a virtual mine of information and pertinent suggestions.

Educational workers, not only in cities but in school districts of all sizes, will find in Dr. Trillingham's book a scholarly presentation of the many aspects of current programs and of sound evaluations of curriculum procedures and practices that will serve most effectively to guide them in setting up their curriculum revision programs or in evaluating their current practice.

WALTER R. HEPNER

MARGARET GUSTIN, AND MARGARET L. HAYES. *Activities in the Public School*. Chapel Hill, North Carolina: The University of North Carolina Press, 1934. xix + 290 pp.

Many of the books presenting the activity approach to education have been written by teachers and supervisors working in a more or less ideal situation. Other teachers in far from ideal situations have attempted to approximate the programs described and have become discouraged. *Activities in the Public School* presents a record of classroom work carried out in average or below average public schools in typical, small town communities. The authors of the book furnished the leadership and guidance for the teachers who attempted to carry out a forward looking progressive type of program with boys and girls of two counties in North Carolina. The volume presents a record of what happened and should be of practical value to teachers and supervisors who wish to initiate or perfect the techniques of unit teaching in less than ideal situations.

The authors presuppose a thorough understanding of the philosophy of the child centered school. Only a brief attempt is made to define what is meant by an informal activity type of program, the proper attitude of the teacher in attempting such a program, and the procedure necessary to launch a unit of work in the classroom. The writers plunge at once into the practical concrete problems faced by teachers and supervisors in developing large units of work with elementary school children.

Part I of the volume deals with the organization and use of the activity program. Reading, science, and art centers of interest are described in detail and

are supplemented by a selective bibliography. The daily program is frequently a source of difficulty to the teacher attempting an activity type of program and this topic is handled at some length. Sample programs for primary, intermediate, and upper grades are presented as well as a detailed discussion of what may go on in each period included in the schedule.

The relationship between home and school has frequently been a deterrent to the activity type of teaching. Misunderstandings and criticisms from parents have made teachers chary about attempting new techniques and procedures. Miss Gustin and Miss Hayes have devoted a chapter to ways and means of developing satisfactory home and school contacts.

Part II presents large units of work which have been actually carried out in classrooms in the schools supervised by the authors. Almost half of the 290 page book is devoted to these sample units for each grade in the elementary school. An abundance of photographs showing children at work on the various activities described add materially to the attractiveness as well as to the understanding of the context. Photographs of children's art work, craft work, exhibits, and museums are included in the illustrations. Each unit is supplemented by a selective bibliography suitable for use with the children of the several grades.

Some appreciation of the practicality of the book will be gained from some few of the headings scattered through the various chapters, such as: The Equipment, How to Secure the Equipment, The Use and Care of a Science Center, Standards for Evaluating a Reading Center, Pottery of the Nations, Beautifying the Classroom, Birds, Our Native Trees, Earning a Living in Our Country, and so on.

Part III presents the outcomes of an activity program. The way in which the program has met the needs of the individual in adjusting to his present and future environment is the real test of the success of such a program. Records of case studies made by the classroom teachers carrying on an integrated program under the guidance of the authors are revealing and justify the use of such progressive procedures with children. The growth of the teacher and the increased interest of patrons is not neglected in the recording of the general outcomes derived from the child centered program.

The appendix carries a suggested list of equipment for carrying on an activity program and reproductions of cooperative stories used by the first grades in beginning reading work.

Dr. Fannie Dunn has written an introduction to *Activities in the Public School* and states that

. . . with the guidance afforded by this book no teacher who desires to move forward toward active vital learning as an ideal for her classroom should hesitate longer to do so.

Principals, supervisors, and teachers will wish to read the entire book and have it available for constant reference relative to the problems faced in carrying on a progressive type of program in their own schools. *Activities in the Public School* might well furnish the material for discussion at teachers' meetings or as a basis for courses in elementary education.

GLADYS L. POTTER

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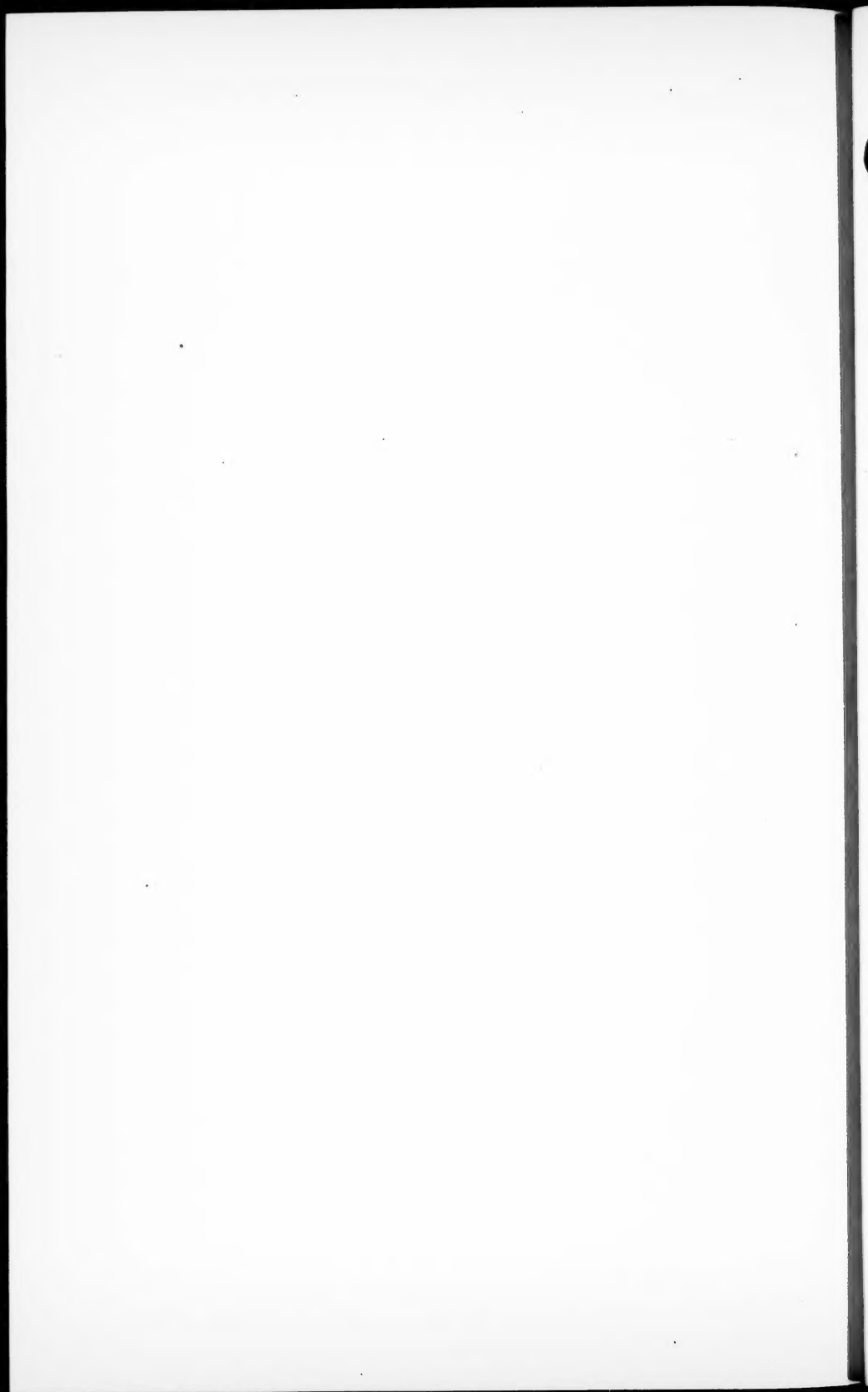
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